

## OAKLAND ELEMENTARY

1802 E. Durst Avenue  
Greenwood, South Carolina 29649

**GRADES** PK-5 Elementary School

**ENROLLMENT** 597 Students

**PRINCIPAL** Rex A. Coates

864-941-5660

**SUPERINTENDENT** William P. Steed, Ed.D.

864-941-5400

**BOARD CHAIR** Dru James

864-223-1878

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

9

Good

62

Average

17

Below Average

0

Unsatisfactory

0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

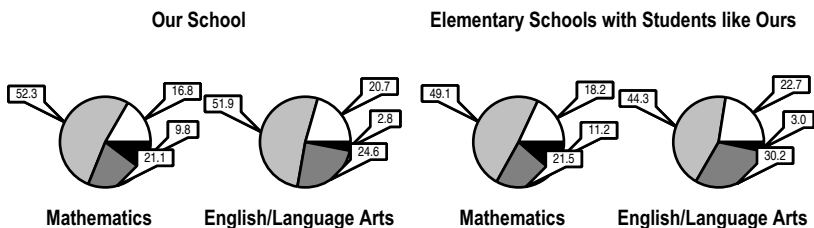
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	40	90	69
Percent satisfied with learning environment	90.0%	90.9%	97.0%
Percent satisfied with social and physical environment	95.0%	86.4%	84.8%
Percent satisfied with home-school relations	85.0%	93.3%	89.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	298	100.0	20.7	51.9	24.6	2.8	27.4	17.6
Gender								
Male	142	100.0	20.4	56.2	21.9	1.5	23.4	17.6
Female	156	100.0	20.9	48.0	27.0	4.1	31.1	17.6
Racial/Ethnic Group								
White	156	100.0	10.7	47.7	36.9	4.7	41.6	17.6
African-American	140	100.0	31.3	56.7	11.2	0.7	11.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	241	100.0	18.0	51.5	27.5	3.0	30.5	17.6
Disabled	57	100.0	32.7	53.8	11.5	1.9	13.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	298	100.0	20.7	51.9	24.6	2.8	27.4	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	296	100.0	20.5	51.9	24.7	2.8	27.6	17.6
Socio-Economic Status								
Subsidized meals	162	100.0	29.1	56.3	14.6	N/A	14.6	17.6
Full-pay meals	136	100.0	11.2	47.0	35.8	6.0	41.8	17.6

Mathematics								
All students	298	100.0	16.8	52.3	21.1	9.8	30.9	15.5
Gender								
Male	142	100.0	17.5	51.8	24.1	6.6	30.7	15.5
Female	156	100.0	16.2	52.7	18.2	12.8	31.1	15.5
Racial/Ethnic Group								
White	156	100.0	8.1	45.6	30.9	15.4	46.3	15.5
African-American	140	100.0	26.1	59.7	10.4	3.7	14.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	241	100.0	12.4	54.1	22.3	11.2	33.5	15.5
Disabled	57	100.0	36.5	44.2	15.4	3.8	19.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	298	100.0	16.8	52.3	21.1	9.8	30.9	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	296	100.0	16.6	52.3	21.2	9.9	31.1	15.5
Socio-Economic Status								
Subsidized meals	162	100.0	24.5	59.6	13.2	2.6	15.9	15.5
Full-pay meals	136	100.0	8.2	44.0	29.9	17.9	47.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	97	N/A	25.8	46.4	23.7	4.1	27.8
	Grade 4	89	N/A	16.9	50.6	28.1	4.5	32.6
	Grade 5	122	N/A	27.9	52.5	18.9	0.8	19.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	23.8	44.6	27.7	4.0	31.7
	Grade 4	96	100.0	17.2	53.8	25.8	3.2	29.0
	Grade 5	94	100.0	20.9	58.2	19.8	1.1	20.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	97	N/A	36.1	41.2	14.4	8.2	22.7
	Grade 4	89	N/A	19.1	36.0	30.3	14.6	44.9
	Grade 5	122	N/A	28.7	36.9	24.6	9.8	34.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	108	100.0	19.8	53.5	19.8	6.9	26.7
	Grade 4	96	100.0	11.8	55.9	21.5	10.8	32.3
	Grade 5	94	100.0	18.7	47.3	22.0	12.1	34.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 597)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.3%	Down from 8.1%	2.9%	2.4%
Attendance rate	96.2%	Down from 97.0%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	13.3%	Down from 13.8%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.3%	Up from 10.7%	8.7%	8.0%
Older than usual for grade	6.0%	Down from 6.3%	0.9%	1.1%
Suspended or expelled	0.5%	Up from 0.3%	0.0%	0.0%

Teachers (n= 45)				
Teachers with advanced degrees	40.0%	Up from 36.4%	48.9%	50.0%
Continuing contract teachers	95.6%	Up from 93.2%	88.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.7%	Up from 89.6%	88.3%	86.2%
Teacher attendance rate	95.3%	Up from 93.5%	95.2%	95.3%
Average teacher salary	\$39,030	Up 1.9%	\$39,961	\$39,909
Prof. development days/teacher	13.6 days	Up from 7.8 days	11.3 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	15.8 to 1	Down from 17.2 to 1	19.1 to 1	18.9 to 1
Prime instructional time	90.5%	Up from 89.8%	90.0%	89.7%
Dollars spent per pupil*	\$5,830	Up 8.7%	\$5,793	\$5,892
Percent spent on teacher salaries*	63.2%	Down from 64.4%	65.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As we travel on the "Trail to Success," Oakland Elementary School faculty and staff strive to educate all students to be respectful, responsible, and productive citizens who can and will achieve their maximum potential.

Our students participated in several service learning activities. We contributed to Jump Rope for Heart, the American Cancer Society, and the United Way. Our gifted program presented a talent show and collected over \$300 in contributions to relieve world hunger. More than \$600 was raised from the stores at the Oakland Mini Mall and was given to the students' favorite charities. Oakland students celebrated, "Say Aloha to Reading" during Children's Book Week by reading 289,000 minutes.

Oakland's parents, faculty, staff, and students worked cooperatively to meet our school's Southern Association of Colleges and Schools goals. The following activities supported student learning in the areas of written and oral communication, problem solving, and learning strategies: Teachers used Standards in Practice to determine if the instruction met the English/Language Arts and Mathematics standards. Students utilized technology for research and to write papers. Teachers and students employed rubrics to demonstrate mastery of the writing standards. Math manipulatives gave students hands-on mathematical experiences. The Thinking Maps program provided a mental model for students to use when completing assignments. The Core Essentials program promoted character education virtues. Professional development gave teachers new strategies to use in the classroom. Teacher-written grants provided more than \$7,500 to supply additional materials for classrooms and offer real-life experiences for students. Students participated in outdoor learning in the Roots and Shoots Garden. The Oakland Mini-Mall permitted students to design, develop and implement their own businesses. Family Math and Science Nights allowed small groups of students and parents to concentrate on key math and science skills. Family Reading Nights gave parents and students an opportunity to spend time together reading and doing literacy activities. HOSTS mentors volunteered 2,400 hours assisting students in grades 2 and 3.

Charlene Sprowl became National Board certified. Margie Culbertson, Anne Gilman, Dorothy Quarles, Patty Rudy, and Lynn Rush became highly qualified instructional assistants by passing the Para Pro test. Melisa Tripp was chosen as our Teacher of the year. Chris Schwartz was chosen as Oakland and District 50 First Year Teacher. Our PTO and School Improvement Council worked diligently all year. We appreciate all of your support!

Rex A. Coates, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.